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AUTHOR Bach, Susan; And Others
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ABSTRACT

In January 1991, Portland Community College (PCC) received Title III funding to develop a computerized student tracking and advising system designed to provide maximum academic assistance to at-risk students. The goals of the project included the following: (1) develop a student information system to link student service units; (2) design and implement a computerized tracking system; (3) train professional and faculty advisors to use the computerized system; (4) train faculty to advise new students; and (5) create an advisor's handbook for faculty. In order to acquire broad-based institutional support and involvement, an advisory committee was formed to oversee project development. Once the bugs and glitches were smoothed out of ADVISE, the computerized system, a series of presentations were made to deans, faculty, advisors, counselors, and other interested staff. Next, a student tracking pilot study was undertaken using volunteer faculty and first-time, full-time students from PCC's Sylvania campus. In addition, group and individual training sessions on the use of ADVISE were offered to faculty. As part of an effort to custom design and deliver training in advisement, focus groups were conducted with faculty which revealed a need for training in the areas of placement test evaluations, transfer requirements, and general information about PCC. Utilizing information gleaned from the various stages of the program, the advisor's handbook was being prepared. A guide to using ADVISE, and data tables from the pilot study are attached. (MPH)

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ADVISE
A Catalyst for Change in Student Advising and Student Tracking

Susan Bach
Gert Bernstein
Bob Vaughters

Portland Community College
Portland, OR

The Summer Institute
Creating a Culture for Institutional Effectiveness
Vail, CO
June 21-24, 1992

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I. Introduction

Portland Community College is a multi-campus district encompassing approximately 1500 square miles in the greater Portland (OR) area. The college district includes all or part of five counties and serves a population of approximately 800,000 residents who live in urban, suburban and rural communities throughout the metropolitan region.

Full-time equivalent enrollment (FTE) for 1990-91 was 15,677; unduplicated headcount reached 83,445, with approximately 50.1% of the total enrolled in credit classes. Demographically speaking, 52% of the credit students were female and 48% were male. Minorities comprised 14% of the total credit student population, and the average age of all credit students was 34.2 years. Most credit students (81%) were enrolled part time (fewer than 12 hours); the majority (62%) attended classes during the day.

Since the early 1980s, PCC has been evolving from a highly centralized structure to a decentralized organization with three comprehensive campuses, an "open" campus, and two central service divisions. Responsibility for the delivery of instruction rests with each campus, although coordination of academic policy, new program development, and curriculum approval is handled centrally by staff of the Educational Services division. Similarly, responsibility for delivery of some (but not all) student services--admissions, advising, counseling--is the domain of campus Deans of Student Development, while coordination of district policy and functions such as registration and financial aid are handled centrally by Educational Services.

In this context, development and implementation of both academic policy and district operating procedures have become more complex, and the ADVISE project has served as a catalyst to focus attention on district-wide issues related to student admissions, advising and registration. Working closely with campus and central service personnel, project staff have identified and resolved a wide array of problems in order to bring ADVISE on-line. Old assumptions have been challenged and new ways of doing business have resulted from the work of this project. Based on our experience, we hope that the following narrative will serve as a resource--and as an inspiration--for those who may be embarking on a similar venture.

II. The Charge Given Us By our Title III Grant

Title III funding became available in October 1990. In January 1991 Bob Vaughters and Gert Bernstein were hired to work on Activity 2, Strengthening Student Services. Bob had worked at the college for 20 years as a programmer/analyst and Gert had been an academic advisor in Developmental Education for 10 years. Between them they had a great deal of knowledge of the people and systems that make up the institution, especially in the Student Development/Student Services areas.

The purpose of the grant is to provide maximum academic assistance to at-risk students by enabling advisors to monitor student progress, intervene if necessary, and offer the student assistance in an effort to increase student success and student retention. The grant itself mandates the following:

1) development of a student information system to link student service units
2) the design and implementation of a computerized student tracking system
3) training of professional advisors and faculty advisors in the use of the computerized system
4) provide training to faculty advisors in the advisement of new students
5) create an advisor's handbook to be used by faculty advisors.

III. How We Met The Challenge of the Charge

From the beginning, we agreed that the focus of our work would be on the student and the student's academic success. We also agreed that we needed broad-based institutional support and involvement. To that end, we invited key administrators to serve as members of our advisory committee. The group consists of the three campus Deans of Student Development, the director of computer services, the grant coordinator and the Dean of Student Development from Central Services.

We believe that in an institution the size of PCC, student success, especially for high risk students, might well depend on the quality of advising. We had many of our own ideas about the kinds of information we thought advisors should have access to on a computer screen, but agreed we should set up district meetings and talk to as many advisors as possible to get a wider view of district needs. We conducted focus groups, campus meetings, visited individuals and had many phone conversations. Anyone on staff who advised students, either formally or informally, was invited to talk to the team and tell us what kinds of student information they wanted access to.

When the initial information gathering process was completed, we took the suggestions to our Title III advisory committee. They helped set guidelines for determining which of the requested data would be appropriate for advisors to have access to. That smaller list was then given to Bob to write code and create the screens that comprise the ADVISE program.

Gert's computer experience at that time was limited to word processing on a Macintosh and some small knowledge of PCC's mainframe system. Most of the college's professional advisors had as little or less computer experience than she. They also did not have, for the most part, direct access to computer terminals at their work stations. Because of lack of computer experience, many advisors were intimidated by the technology. Therefore, the team agreed that the program Bob was writing had to be menu driven and as simple as possible. We were a good balance when testing the program, because what Bob, the computer programmer might think was simple and straightforward, Gert might not. We fine-tuned the program to Gert's computer comfort level and then selected a few advisors who we agreed would use it, evaluate it, and tell us about the things that did not work easily for them. Each of these advisors was given a PC and printer, provided for by the grant.

Once the bugs and program glitches were smoothed out, we began a series of presentations to deans, faculty, advisors, counselors and other interested staff. After additional input and modification, the program was ready to be used.

IV. The ADVISE Program

Included is an overview of the ADVISE program and a user's manual.

V. Student Tracking Pilot Study

The ADVISE program was available for use by the end of spring term and it occurred to us it would be a good time to think about a student tracking pilot study. We agreed we would select a group of new, full-time students, enrolling for credit classes the following fall term. We also agreed that we would conduct this study at Sylvania, the largest of our four campuses.

PCC, like most community colleges, has an open admissions policy. We also have a casual approach to advising. Students are encouraged to see an advisor or a counselor but, because of our large student population and our limited resources, we do not mandate advising. It was our premise, however, that students who do work with an advisor will be more successful academically than those who do not. We also felt that students who had an on-going relationship with a college professional would be more successful than someone who did not.

Part of the school's enrollment policy requires that new matriculating students attend a new student orientation. Students can attend any of these orientations which are scheduled several times a week throughout the summer, prior to the fall term session. This orientation could provide us with our new student population for our study.

We presented our plan to our advisory committee. We would attend new student orientations at the Sylvania campus, ask for volunteers to be part of a three term study and enlist the help of selected academic advisors from the Sylvania campus who would be assigned as advisors to what we call the "Test Group." The Test Group volunteers would agree to have their registrations blocked and could only have it unblocked with their advisor's signature on the registration or add/drop form. The students who volunteered would then be broken into two groups; the Test Group and the Control Group. One group would have assigned advisors, the other would not.

We recruited six academic advisors and spoke to the registrar about our plan to assign advisors to selected students and to block registration. Our intention was to get an initial 100 volunteers for each of the two groups.

We began attending orientations and at the end of each we spoke to the group and told them we were looking for volunteers to be part of a pilot study. Those interested in hearing more were invited to remain after the session. Many people left but some chose to stay and find out what we were up to. We told them a little more about the study and that we needed two groups...one group would receive all of PCC's regular services and treatment and the other would not. We did not, at that time, tell them what the differences would be. They understood that group assignments would be random. They were again given an opportunity to leave.

The entire group was asked to fill out a form including name, social security number and major area of study, if known. We then collected the forms and randomly separated them into two groups, assigning one pile to the Test Group and one to the Control Group. We called out the names of those selected to be the Control, thanked them for agreeing to participate, told them we would be tracking their academic progress and dismissed them.

The Test Group was then told they would be assigned advisors and that their registrations would be blocked and could only be unblocked with their advisor's signature on the registration form. They were again given an opportunity to change their minds. Very few did, and most were pleased to have the opportunity to be so well cared for. We assured them they could, at any time, drop out of the study. We then made advisor assignments and immediately used the ADVISE program to block access to registration. Students were told to contact their advisors as soon as they could to meet and select classes.

We created a data base for the Control Group and the Test Group. At the end of fall term we checked the following: gpa, ratio of credit hours attempted to credit hours completed, appropriateness of classes taken based on major and placement test scores. At the end of winter term we again collected this data and entered it into our files. Upon analysis there were some surprises. The two groups were not showing much difference. We thought perhaps this was because both groups had a commonality in that they were made up of people willing to volunteer to be part of a student success study. We decided to create a third group. We were able to get lists of all the students who had attended the fall term orientations but did not volunteer to participate in the pilot. We have included them in the study and call them the " Random" Group. The preliminary results of this study are attached in graph form.

In the near future we will be using the ADVISE program as an intervention tool. Students who fail to complete 50% of their courses each term or whose gpa falls below a 2.0, will be put on academic alert. They will be notified by mail and will be encouraged to contact an advisor named in the letter. If the student continues to be at academic risk the following term, he/she will be required to work with an advisor until such time as improvement is made.

VI. Faculty Advising Training

We have been offering two different faculty training packages. For those faculty who have access to a mainframe computer hook-up we have conducted group and individual sessions on the use of the ADVISE program.

In addition, we have offered, through the offices of the Deans of Student Development and Deans of Instruction on each campus, our expertise in advising and training. Faculty are contractually required to advise students. At the request of each campus, we will custom design and deliver general advising training for faculty. We are currently working with Sylvania, our largest campus, whose expected fall term enrollment of new students is about 1500.

At Sylvania we met with the instructional division deans to talk about the role they felt faculty should play in new student advising. At their suggestion, we arranged a series of focus groups and invited faculty department chairs to meet with us and tell us what information faculty need in order to do a good job advising new students. Most faculty, we found, feel very comfortable talking about their own programs and professional areas. However, they are not at all at ease with placement test evaluations or transfer and general college information. We also found that the professional/technical faculty had different advising needs than did the lower division collegiate (transfer programs) faculty.

In response to the focus groups, we are currently designing materials that will be used in training, scheduled to begin in August. Those materials and other information will be included in an Advisor's Handbook.

We continue to work closely with the Deans of Instruction and Student Development at the Sylvania campus, to ensure that the materials and the training we are developing meet the needs of the campus and the faculty. The information selected to be included in the Advisor's Handbook will be determined in part with the help a committee of Sylvania student development staff.

IV. Some Unforeseen Institutional Challenges and Assumptions

Our work on this project has brought to light a number of assumptions made by college staff which are not necessarily accurate and a number of challenges that remain to be met. First the assumptions.

Many faculty and some deans assumed that all students are being tested, screened and appropriately placed in the classes for which they register. This might or might not be true. It is possible for a student who reads and writes at a developmental level to be enrolled in a class which requires a high degree of reading comprehension and verbal analytical skills. At some campuses it is possible for a student who does not know decimals, percents and fractions to be enrolled in an algebra class.

It has been assumed by many that the information on a student's admissions form is accurate and that when information changes, it is updated on the student's master file. In fact, this is not so unless the student tells someone of the change. Students often do not understand what a "major" is or what the difference is between an Associate Degree, an Associate of Applied Science Degree and a Bachelor's Degree. When asked to respond to questions on the form they check whatever they think appropriate. This information is used by Institutional Research for state reporting, for planning purposes by programs and departments and for other college data collection activities.

It has been assumed by some that all students see an advisor prior to registration. This is not true. Some students do and take the advice offered by the advisor. Many who should, do not. Some of those will eventually seek help but others will leave the institution, discouraged by their own failure to succeed academically.

It has been assumed by many that students resist advising. Our experience in seeking volunteers to participate in our tracking study belies this assumption. We began with 100 volunteers in each of two groups and ended with about 85 in each group over a two term period.

It was assumed by many that blocking a student's registration is punitive. We were able to successfully block student registrations, with the consent and willingness of the student, once he/she understood what could be gained by having an advisor confirm and approve registration choices.

It was assumed that faculty know how to advise new students and feel secure and comfortable carrying out that assignment. Our focus groups told us otherwise, and we are in process of changing this.

The challenges that remain for us are these:

We must re-configure our enrollment/admissions/placement processes so that accurate information is collected initially from students to ensure the validity of our research data.

We must find a way, when a student changes majors, to update that information on his/her student master file.

We must ensure that students' reading, writing and math skills are assessed and that they then see an advisor for help in making registration decisions appropriate to test scores and educational goals.

We must carefully plan an intervention strategy to meet the requirements of the college's policy on Standards of Academic Progress, which says that each term students must maintain at least a 2.0 gpa and must complete at least 50% of their classes. The intent of this policy is to encourage and assist the student's successful completion of educational goals. In order to successfully comply with the intent of the policy, more staff will be needed to work with students who are at risk academically.

ADVISE has indeed been a catalyst for change at Portland Community College. We have been able to bring to the fore some institutional challenges that need to be addressed. We have also provided a tool which can help the college meet those challenges.

Welcome to

ADVISE

A Student Advising Tool

This advising system and the attached materials were produced with funding from a Title III Grant for Strengthening Student Services at Portland Community College. **ADVISE** was designed and developed by Gert Bernstein and Bob Vaughters.

ADVISE

A Student Advising Tool

A BRIEF NOTE ABOUT COMPUTERS AT PORTLAND COMMUNITY COLLEGE
AS OF SPRING 1992.

Not all computers at PCC are hooked up to the mainframe where student records are stored. In fact, relatively few are. Most computers in faculty areas are PC's, or personal computers, with software programs that allow you to do word processing, spreadsheets and other functions.

PCC has a few terminals which are called "dumb terminals." These are terminals which are ONLY hooked to the mainframe and cannot be used to write letters or do other word processing activities.

There are also computers that can do all of the above functions. That is, they are hooked up to the mainframe and they also have software which allows for word processing. In most faculty areas these computers are used by the department secretary, the department administrator, or the faculty department chair.

Over the years the school has bought a wide variety of terminals, each with different characteristics. Because of that, if you are not familiar with the terminal you will use when you are advising, you need to call Lynn Jordan in Computer Services and have her send someone over to show you how to get your terminal started.

ADVISE PROGRAM

This material has been written for people who have no experience using the mainframe as well as for those who have. It can be used either for reference or for training.

Purpose of the **ADVISE** Program:

ADVISE is a tool to be used by advisors, counselors, and faculty who help students with program planning, course selection, academic intervention, or transcript evaluations.

The program makes it possible for advisors to have access to the following kinds of student information: placement test scores, employment status, major area of study, financial aid status, and academic status. In addition, students' transcripts are available either by term or by department. It also allows the advisor to have on-line information about class closures during registration periods and offers access to STEP, the degree audit program.

How to run the ADVISE program:

ADVISE is accessed through the mainframe, where all the student records are stored. In order to call up a student's transcripts, you must have a "user number" and a "log-on account name." Both of these are available through Lynn Jordan in Computer Services. In addition, your campus Dean of Student Development may have assigned you an "advisor number," which allows you to assign yourself as advisor to a particular student or groups of students.

The **USER NUMBER** allows access into the mainframe.

The **LOG-ON** account allows access to a particular program.

The **ADVISOR NUMBER** allows an advisor to assign himself or herself as advisor to individual students.

You are ready to access the mainframe when the computer screen gives you the following message:

```
LOGON PLEASE:-
```

Set your keyboard on CAPS LOCK.

Enter your LOG-ON ACCOUNT NAME that Lynn Jordan gave you. This step is known simply as "logging on."

If the computer accepted your log-on, the message at the bottom of the screen will say:

```
ENTER PROCEDURE NAME>*
```

If it did not accept your log-on, hit Enter/Return and try it again. When the screen says:

```
ENTER PROCEDURE NAME>*
```

you are ready to access the **ADVISE** program. Type in the word **ADVISE** and hit Enter/Return or ↵ depending on what your keyboard says.

Note: The **ADVISE** program will ask you a series of questions which you must answer. Usually there are only a few answers which the computer understands. If you give the computer an answer it does not understand, it will repeat the question and might tell you it has not been given the correct information. Don't be intimidated by this. Remember, if you get stuck you have several options. One is to call either Gert Bernstein on ext. 2380, or Bob Vaughters on ext. 2001. An equally O.K. option is to turn off the machine and begin the log-on process again. **THE IMPORTANT THING IS THAT YOU NOT BE AFRAID TO TRY THINGS. YOU WON'T HURT A THING IF YOU MAKE A MISTAKE!**

The series of questions now begin, with the program asking you what your terminal type is, as shown below:

```
                ENTER PROCEDURE NAME>*ADVISE
TERMINAL TYPE:  0)Datamedia 4)VolkerCraig 5)VT100 6)VT52?
```

It is not necessary for you to know the correct answer to this question, but it is necessary to answer the question with one of the numbered options offered to you. Most terminal types are either 5 or 6. When you have entered your answer, hit Enter/Return and the program will ask:

```
IS THIS THE ONLY LINE ON THE SCREEN?  Y/N
```

If there is more than one line on the screen, hit N for No. The computer will ask again which type of terminal you are using; choose a different one this time. When you can answer yes to the question, hit Y and Enter/Return.

The next command will say:

```
PLEASE INPUT YOUR NAME>?
```

Enter your last name only. Hit Enter/Return.

```
PLEASE INPUT YOUR USER NUMBER>?
```

Enter the user number assigned you by Lynn Jordan and hit Enter/Return.

Your screen should look like this:

```
W E L C O M E   T O   A D V I S E R   A S S I S T A N C E

        Please enter current year and term

        Year is two digits (i.e. 91 for 1991)

        Term is one digit:

              1  =  Winter
              2  =  Spring
              3  =  Summer
              4  =  Fall

        EXAMPLE;  Winter term 1991 is 911

        ENTER YOUR CHOICE ?
```

Choose the year and term you want, following the above instructions. Hit Enter/Return. The top of the screen will ask you to

```
PLEASE ENTER SOCIAL SECURITY NUMBER>?
```

If you know the student's number, enter it now and hit Enter/Return.

If you do not know the number, but know the student's name, you can hit the Enter/Return key and a menu will appear which will look like this:

```
PLEASE ENTER SOCIAL SECURITY NUMBER >?

Do you wish to:

      E)xit all procedures and quit

      M)enu procedure transfer (return with ADV)

      N)ame lookup and return

      O)pen class list and return

YOUR CHOICE IS ?
```

Since you will be needing a Social Security number in order to look up a student's records, hit N for N)ame lookup and Enter/Return. The screen will ask you to

```
ENTER LAST NAME?
```

Type in the last name of the student, followed by Enter/Return. Then you'll be asked to

```
ENTER FIRST NAME?
```

Again, type in name, followed by Enter/Return.

The name of your student should appear in a listing, along with similar student names and social security numbers. The message at the bottom on the screen will ask:

```
Do You Want M)ore, N)ew names, Q)uit?
```

If you've found your student's name, key in Q for Q)uit, hit Enter/Return. (If you haven't found your student, check to be sure you are spelling the name right or that he/she has filled out an Admissions form and is on the student master.) When you key in Q for Q)uit, the flashing cursor will appear at the top of the page where the earlier message asked you to

```
PLEASE ENTER SOCIAL SECURITY NUMBER>?
```

Enter the Social Security number now and hit Enter/Return. Your student's name and address will appear on the screen with the question,

```
IS THIS THE ONE (Y/N)?
```

If it is, type in Y for yes and hit Enter/Return. Your student's master file will be displayed.

```
JOHN DOE          A     AKA:                AGE: 21   WHITE   MALE
                PORTLAND      OR  97219     ADMITTED 904      LAST TERM 921

STUDENT ID: 000-00-0000   TELEPHONE: Day  000-0000  Evening 000-0000

ADVISOR:                                  EMPLOYMENT: Not employed

HIGHEST LEVEL OF ED BEYOND HIGH SCHOOL:  None

HIGH SCHOOL:  WILSON HIGH SCHOOL          LAST YEAR ATTENDED: 1990

Received diploma  Granted: 1990                 PCC TEST SCORES
                                                18  Reading
ACADEMIC STATUS:  Good standing                 20  Written English
FINANCIAL AID:  None                            23  Computation
VETERANS AID:  No                               17  Elementary Algebra

MAJOR:  Architectural Drafting Tech
GOAL:  Complete transfer courses
REASON:  Transfer courses                       CREDITS COMPLETED:  61.00

                                                CUMULATIVE GPA:  2.17

S)chedule,  T)ranscript,  N)ext,  O)pen,  B)ack,  C)hange,  E)xit,  <RETURN>?
```

If the information you need is contained on the screen and you want to leave the **ADVISE** program, hit E for E)xit, Enter/Return. This will take you out of the program. If, after you've exited the program, you want to look up another student, you must begin the process again as outlined above:

```
ENTER PROCEDURE NAME>?   ADVISE
```

If you want to further explore the student's academic activity and look at transcripts, hit T for T)ranscript. You will be given the choice of selecting a transcript either by D)epartment or by T)erm. Select either D) or T). After a short pause, your selection will be printed. However, it will not appear on the screen. This operation can, when the system is busy, take a few moments, so please be patient.

If you want a copy of the student's schedule, hit S for S)chedule and you will see the following kind of information:

```
                        WINTER TERM 1992          CLASS SCHEDULE              02/11/92

COURSE #      COURSE NAME     CRHR  BEG   END    DAYS    INSTRUCTOR    STATUS DATE

ADT352100     COMM PLANS      8.00  1300  1700   -MTWT   METCALF       ORIGINAL     11/26
ADT356100     SPEC/CONTRACT   3.00  1300  1600   -----F  OBERT         ORIGINAL     11/26
DRF6161BA     ADV AUTOCAD     3.00  1800  2200   --T---  HAGEN         ORIGINAL     11/26
DRF612700     TECH ART ILL I  2.00  0800  1200   --T-T-  NELSON        D DROP       01/07
```

If you want to know the enrollment of a class, hit O for O)pen, Enter/Return. The message will say

```
YOU MAY DISPLAY CLASSES BY S)ECTION OR C)OURSE?
```

Select S) for section number if you know the number, or C) for course number if you know the course name and number.

If you selected C), enter

```
COURSE PREFIX:  WR
```

Enter/Return

then

```
COURSE NUMBER:  214
```

Enter/Return

Class sections/courses will be shown on screen as follows:

WINTER TERM 1992

DIV	NUM	CRS	NUM	TITLE	TIME	TIME	DAYS	ENR	LIM	REM	WAT	CAMPUS
613	362	WR	21400	BUSINESS COMM	0800	0900	-M-W-F-	28	27	1		SYLVANIA
613	363	WR	21400	BUSINESS COMM	0930	1100	--T-T--	25	27	2	2	SYLVANIA
613	364	WR	21400	BUSINESS COMM	1000	1100	-M-W-F-	32	27	5		SYLVANIA
613	365	WR	21400	BUSINESS COMM	1100	1230	--T-T--	29	27	2	1	SYLVANIA
613	366	WR	21400	BUSINESS COMM	1200	1300	-M-W-F-	25	27	2	2	SYLVANIA
613	367	WR	21400	BUSINESS COMM	1300	1400	-M-W-F-	17	27	10		SYLVANIA
613	487	WR	21400	BUSINESS COMM	1830	2130	-M-----	29	27	2		SYLVANIA
613	562	WR	21400	BUSINESS COMM	1000	1100	-M-W-F-	28	25	3		CASCADE
613	730	WR	21400	BUSINESS COMM	1000	1100	-M-W-F-	29	27	2		ROCK CREEK
767	003	WR	21400	BUSINESS COMM	1830	2130	----T--	27	30	3		ROCK CREEK
802	641	WR	21400	BUSINESS COMM	1030	1200	--T-T--	20	25	5		COLUMBIA G

Do you want M)ore, N)ew sections, Q)uit ?

If you want M)ore sections with the same prefix and number, hit M, Enter/Return.

If you want N)ew sections with a different prefix and course number, hit N, Enter/Return and you may begin a new search of open sections.

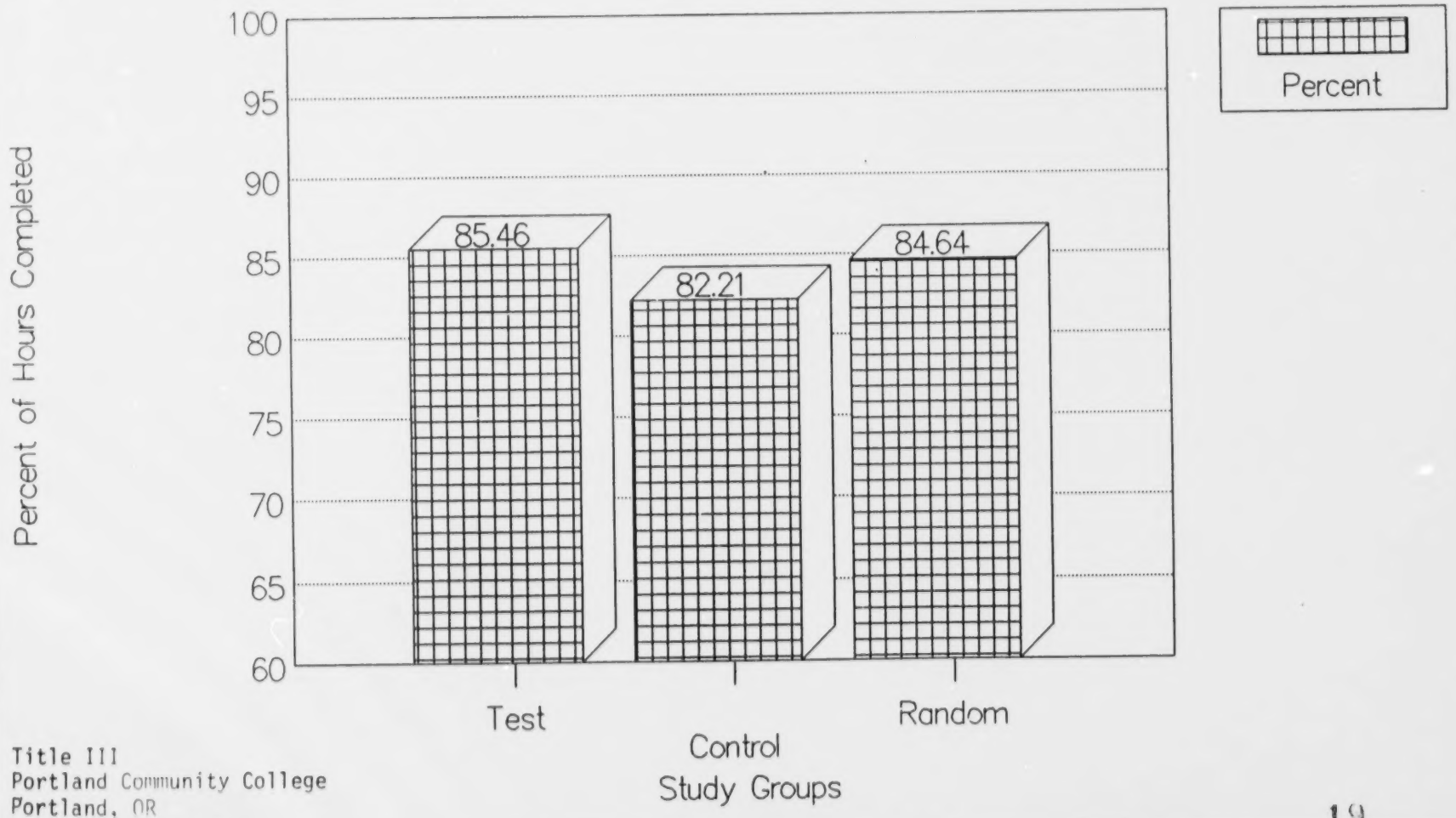
If you have the information you need, hit Q)uit, Enter/Return and you will return to the student information screen.

When you are at the student information screen and are ready to look up information on another student, hit N)ext, Enter/Return and the screen will ask for a new Social Security number. You are ready to begin the **ADVISE** program process again.

To exit the **ADVISE** program, hit E)xit, Enter/Return.

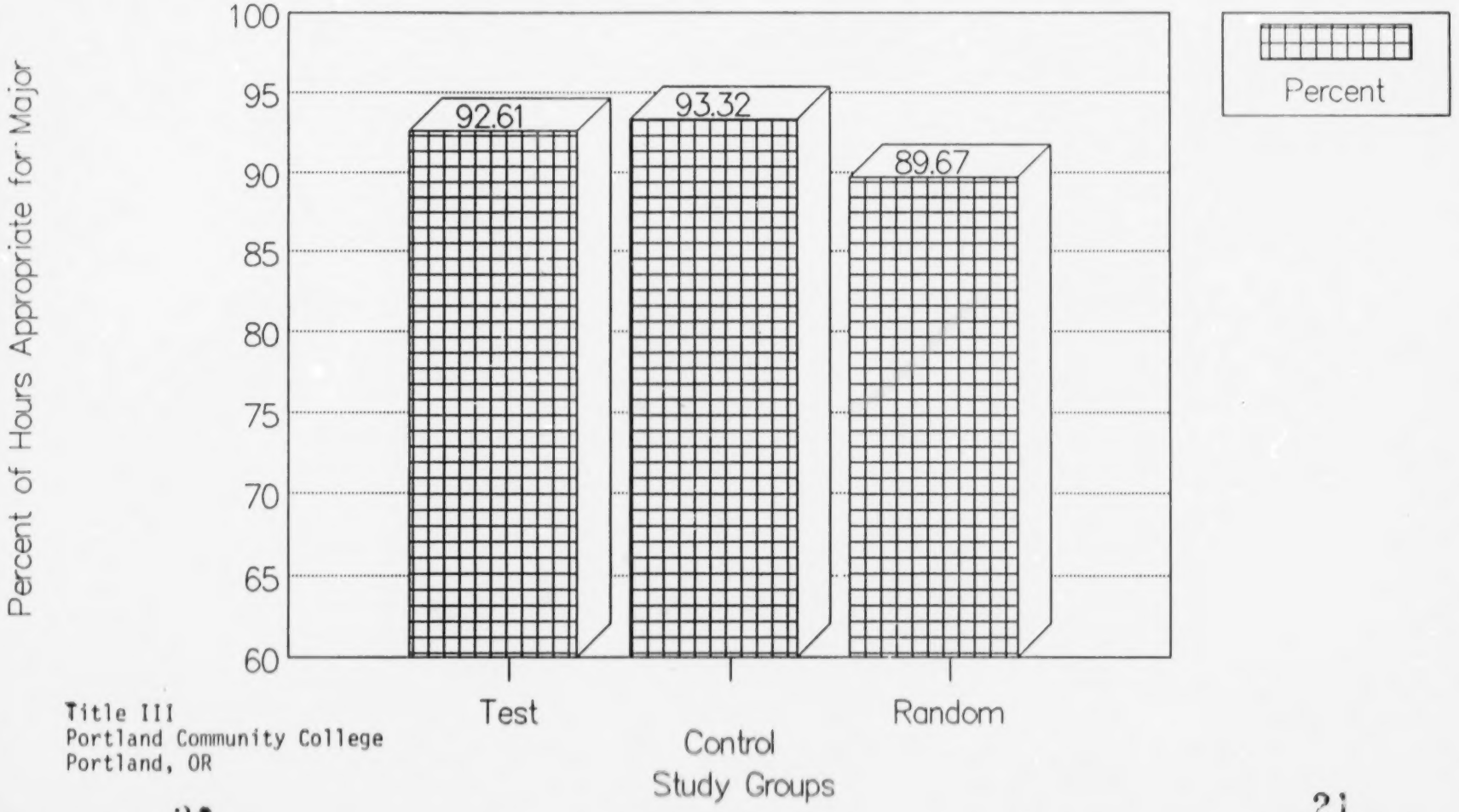
Total Hours Completed

Fall 91 – Winter 92



Title III
Portland Community College
Portland, OR

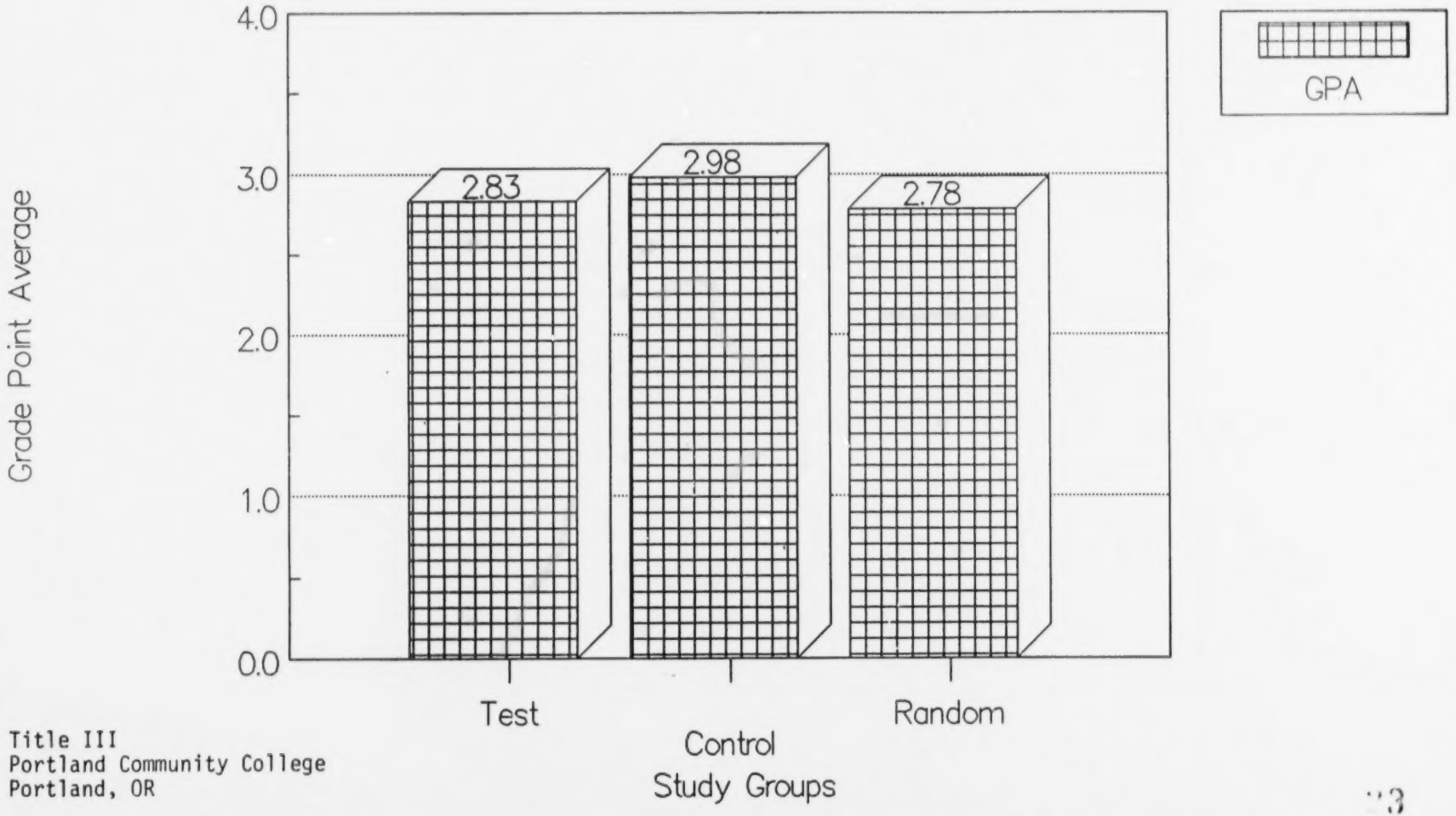
Enrolled Hours Appropriate to Major/Test Scores (F91 – W92)



Title III
Portland Community College
Portland, OR

Average GPA

Cumulative Fall 91 – Winter 92



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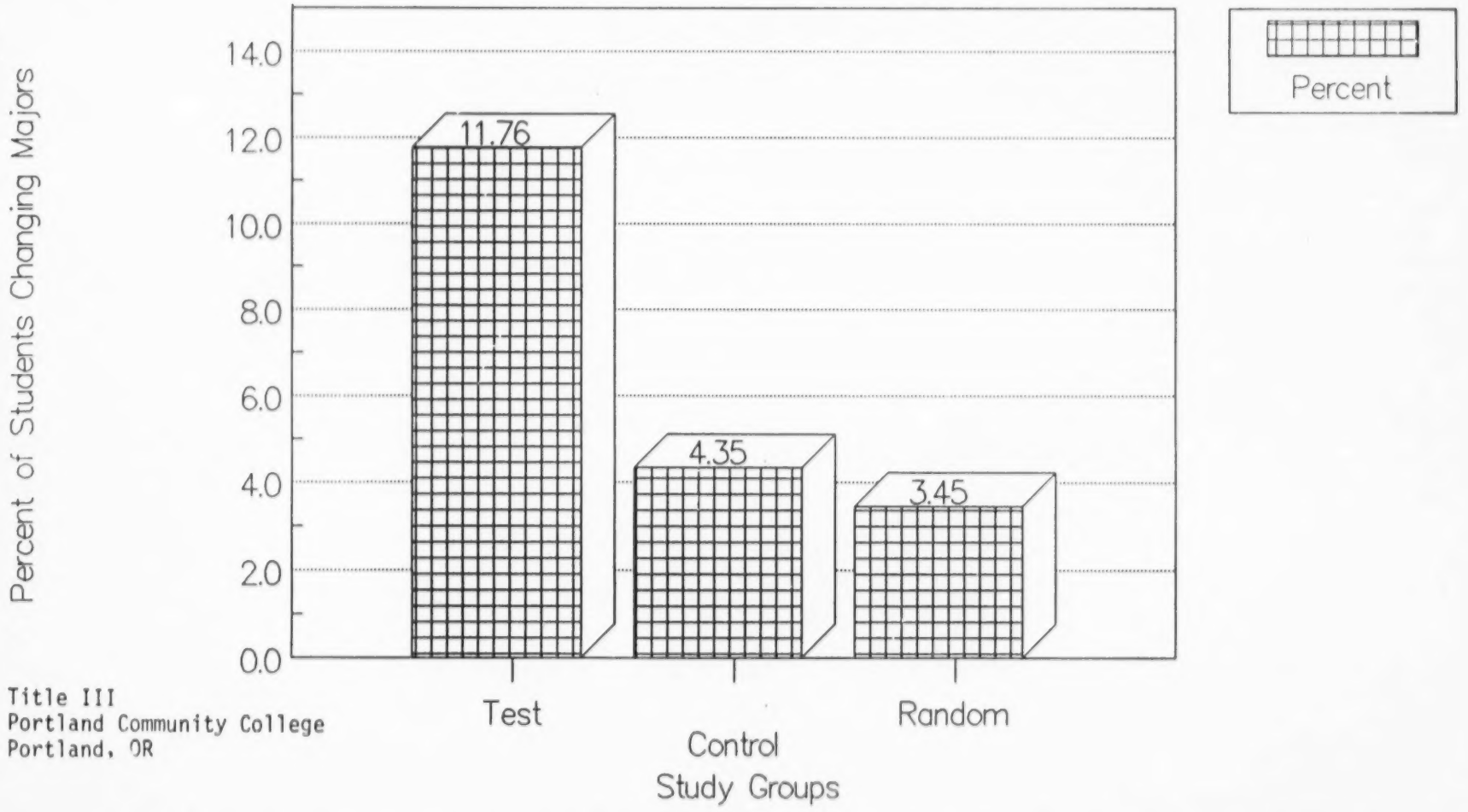
Students Recording Change in Major

Fall 91 – Winter 92



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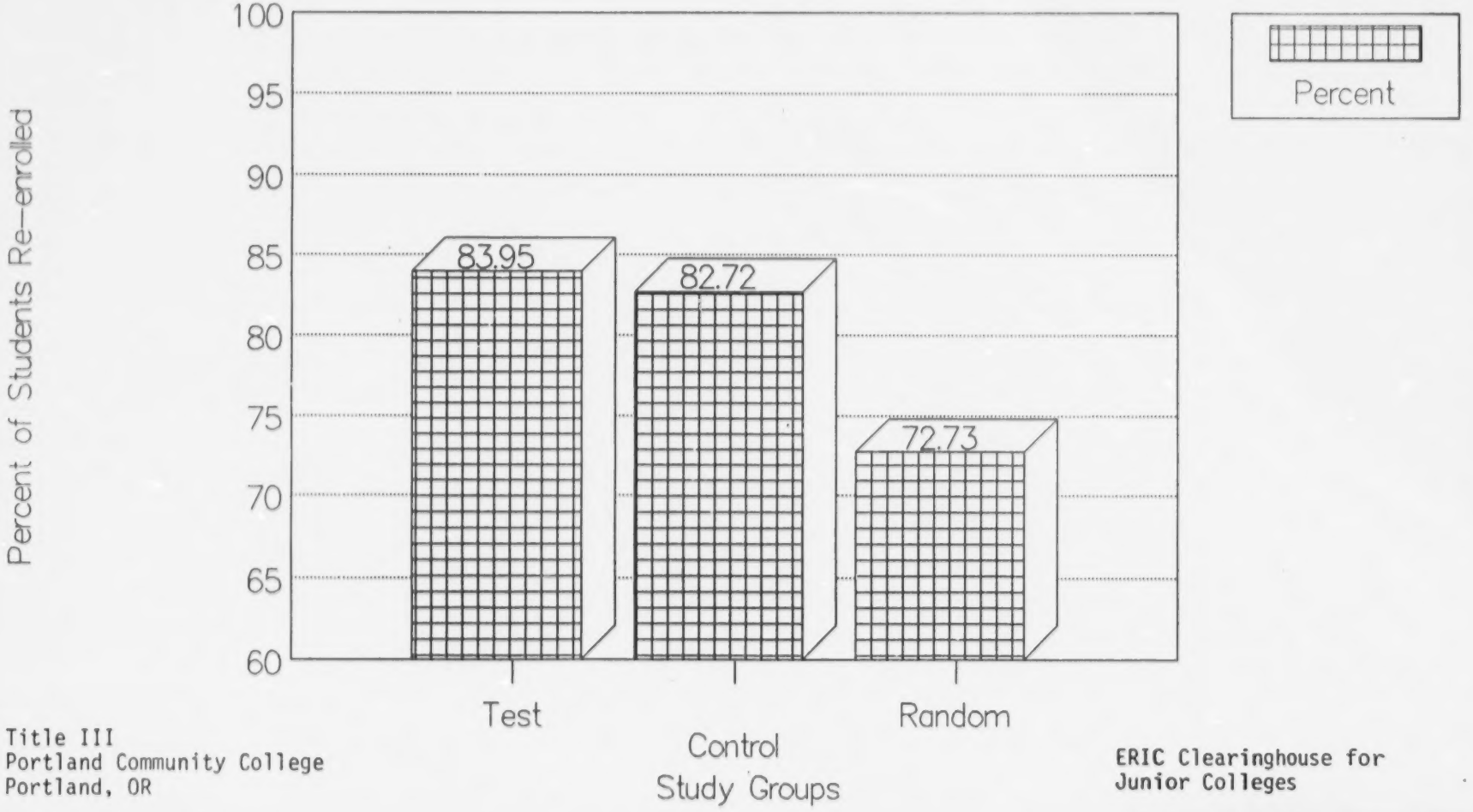
Retention Rate:

Fall 91 Students Re-enrolled Winter 92



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ERIC Clearinghouse for
Junior Colleges

JUL 31 1992